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ABSTRACT

This publication presents an annotated bibliography of some recent publications in the area of peace education. The document features seven volumes identified as seminal works in the field. In addition, six doctoral dissertations, four journal articles, and 16 additional sources for publications are described. (DB)

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SO 030 484

# PEACE EDUCATION:
# BASIC BOOKS – RECENT PUBLICATIONS

Åke Bjerstedt

The Malmö School of Education often receives questions about available books or other information materials on peace education – because of our own research and development work in this field and because of the fact that PEC (the Peace Education Commission of the International Peace Research Association) has its office here at present.

In this miniprint we have collected some notes on recent publications in the area of peace education, including some basic textbooks and some doctoral dissertations.

**Basic Books**

When people ask you what books you can recommend if a reader wants to inform himself/herself about recent opinions and facts in the peace education area, it is not so easy to answer. There are a lot of materials around, focusing on diverse problems and containing quite different conceptualizations of peace education; and – of course – the recommendations also depend on what languages you are able to read. Nevertheless, I guess that most of those who have been around in the peace education area for some time can agree on calling some of the books appearing in the last few years "basic". The following seven would probably come up quite often if we asked around for opinions among the active members of our Peace Education Commission. I have included six books in English, since that is the language that the readers of the present newsletter are supposed to master, and I have added one major handbook in another language (German). I will not review systematically or give you much information about each of them, but still indicate briefly something about their specific characteristics. If you are a devoted peace educator, it would be a good idea to try to include all of them in your personal library.

- Boulding, Elise. *Building a global civic culture: Education for an interdependent world.* New York: Teachers College Press, 1988.

  Social imagination and the individual as peace maker are central concepts in this important book. Among other things, the text is intended to help readers recover the feeling of possibility, the feeling that things can be changed.

- Brock-Utne, Birgit. *Feminist perspectives on peace and peace education.* New York: Pergamon Press, 1989.

  This book focuses especially, but not exclusively, on education for peace within the family in the often quite selective upbringing of boys and girls. The perspective is a feminist one, and the author demonstrates that there are many varieties of feminism (she distinguishes among six). A lot of studies in the field are reviewed and discussed. A basic view is that rigid sex roles have to be reformed. But – to quote a characteristic formulation – "It is more important to change the basic recipe of the pie than to get a larger share of a bad pie". Boys should learn to refuse to be masculine when masculinity is defined in terms of having power over others, being aggressive and not showing feelings. Girls must learn to

refuse to be feminine, when femininity means playing secondary roles, obeying their husbands and other men who have power over them.

o Calliess, Jörg & Lob, Reinhold, E. (Eds.) *Handbuch Praxis der Umwelt- und Friedenserziehung*. /Handbook on environmental and peace education./ 1-3. Düsseldorf: Schwann, 1987-1988.

It may be a stereotype that Germans are fond of big and systematic book ventures, but this publication reinforces this stereotype. It is a real heavy-weight: a "Handbuch" in three volumes of around 2,400 pages in all. – The first volume is theoretical and general in approach ("Grundlagen") and deals with both peace education and environmental education. Among many other things, you can read about the historical development of ideas on peace education (Wolfgang Keim) and about the situation of peace education in some countries in Western and Northern Europe (Hanns-Fred Rathenow). – The second volume goes into more detail in the environmental area ("Umwelterziehung"). – The third volume discusses many different aspects of peace education ("Friedenserziehung"), and has three main parts. The first part deals with the objectives and content of peace education (among other things, the possibilities of peace education in different school subjects); the second part covers methods and strategies (including role plays, international exchanges and training in non-violent resistance); and the third discusses models of social and political learning related to a peaceful society. There are many useful references, especially to the rich German-language literature on peace education.

o Harris, Ian M. *Peace education*. Jefferson, NC: McFarland, 1988.

This is a book that should be very useful as a basic textbook for teacher students and others who want a good and manysided introduction to the possibilities and problems of peace education in the classroom situation or in community-based organizations. The first three chapters give a general introduction to the field (Goals of peace education, Empowerment education, Practice of peace education). Chapter 4 deals with key topics of peace education. Other chapters deal with developing peace education programs, overcoming obstacles, principles of the peaceful classroom, how to deal with peace education in different age groups, and how to evaluate the effectiveness of peace education efforts. Ample references are given to literature and resources in the field.

o Hicks, David (Ed.) *Education for peace: Issues, principles, and practice in the classroom*. London: Routledge, 1988.

There are many books and journal issues with collected articles in the

field of peace education. This is one of the more recent and up-to-date collections and at the same time one with a particularly useful focus, in many contributions, on the practical teaching situation. It also introduces the reader to some of the special problems for peace educators in Great Britain.

o Reardon, Betty A. *Comprehensive peace education.* New York: Teachers College Press, 1988.

In this book Betty Reardon discusses the goals and methods of a comprehensive peace education. Comprehensive peace education implies a peace education that takes place at every level and in every subject area of formal education. The general purpose is to promote the development of a "planetary consciousness" that will enable us to function as global citizens. The book contains many stimulating conceptual clarifications. A special appendix contains very useful presentations of significant works in the development of the pedagogy of peace.

o Reardon, Betty A. (Ed.) *Educating for global responsibility: Teacher-designed curricula for peace education, K-12.* New York: Teachers College Press, 1988.

This is a collection of teacher-designed peace education curricula. Examples of ways of working with peace education in school were collected, and a number of such examples have been selected for presentation. The examples are organized according to school level in four sections: the early grades (K-3), the elementary grades (4-6), junior high school grades (7-9), and senior high school grades (10-12). An additional section contains recommended curriculum materials that are available through publishers. The concrete and rich illustrations of practical classroom procedures represent a very important contribution to our peace education literature.

**Diverse Dissertations**

o Brock-Utne, Birgit. *Feminist perspectives on peace and peace education.* Oslo, Norway: University, 1988.

In 1985 Birgit Brock-Utne published her book, "Educating for peace: A feminist perspective" (New York: Pergamon Press). She then developed these ideas further, and in her Oslo dissertation she studies various feministic perspectives more systematically. A revised edition has later been published in book form (1989, cf. above). – In spite of a long tradition of peace research in Norway, this could probably be called the

first doctoral thesis on peace research in that country.

- Pascual Morán, Anaida. *Conceptualization of a curriculum development model to educate for peace and a just world order.* (Ph.D.) New York: Fordham University, 1988. (Order No. 8813582.)

  The purpose of this study was to conceptualize a model for curriculum development in the area of education for peace and global justice. The investigation included five phases: (a) a review of related theory and research to identify appropriate components for the model; (b) a comparative analysis of recent efforts to build educational models; (c) an analysis of potential constraints, factors that may hinder the development of a global consciousness; (d) collection of views from a multi-disciplinary panel; (e) proposal of a final curriculum model consistent with the findings and recommendations for further study.

- Percival, Mindy Andrea. *An intellectual history of the Peace Education Commission of the International Peace Research Association.* (Ed.D.) New York: Columbia University Teachers College, 1989. (Order No. 8913128.)

  The study explores the various influences that have helped to form the conceptual framework of contemporary peace education, especially within the Peace Education Commission of IPRA. A number of approaches are identified, defined and described. Approaches discussed include: the world order, the pedagogic, the structural, the development, the disarmament, and the feminist. Omissions and controversies are discussed. The influences of peace research and educational theory on the development of peace education are examined.

- Rank, Carol Sue. *Peace studies in American higher education: The emergence of a new field.* (Ph.D.) Berkeley, CA: University of California, 1988. (Order No. 8916851.)

  The emergence of the new field of peace studies at colleges and universities in the United States is examined with a focus on three interrelated areas: content, pedagogy, and institutional support. An overview of the field is provided, including presentations of some of the more well-established degree-granting programs. Extensive interviews have been carried out with peace researchers, educators and others active in the field in the United States and Western Europe. Among other things, the dissertation (1) outlines the history of field, (2) clarifies the theoretical and substantive core of peace studies, and (3) discusses the significance of peace studies in a societal context.

o Reger, Sidney Mearns. *Peace education and the older learner.* (Ed.D.) Bloomington, IN: Indiana University, 1989. (Order No. 9010077.)

Using interviews with program directors, instructors and course participants as well as participant observation and document analysis, this study examines the presentation of peace and justice issues in programs for older learners.

o Vriens, Lennart. *Pedagogiek tussen vrees en vrede: Een pedagogische theorie over vredesopvoeding.* /Pedagogy between fear and peace: A pedagogical theory of peace education./ Antwerpen, The Netherlands: Internationale Vredesinformatiedienst, 1988.

This is a comprehensive book (452 pages) in Dutch with brief summaries in English, French and German. Part of the book constitutes a theoretical discussion on education in general and peace education in particular. The theoretical approach is then applied to two empirical projects: one is an educational project (the Dutch Primary School Project on Peace Education), the other a psychological study of children's conceptions of peace and war (using essays, drawings and interviews and a phenomenological, qualitative approach).

*Availability of the dissertations:* The four dissertations from the United States (Pascual Morán, Percival, Rand and Reger) may be ordered in microform or in paper version from UMI Dissertations Services, 300 North Zeeb Road, Ann Arbor, MI 48106, USA (quoting the relevant order number, presented for each dissertation above). - Lennart Vriens' thesis can be ordered from Internationale Vredesinformatiedienst, Antwerpen, The Netherlands. – Birgit Brock-Utne's thesis is available at the University Library, Oslo, Norway; but in this case, you may rather like to order the revised book version, published by Pergamon Press in 1989 (cf. above under our heading "Basic Books").

**From the World of Journals**

o A first issue has appeared of *"The ESR Journal: Educating for Social Responsibility"* (1990). It contains articles by Shelley Berman (the President of Educators for Social Responsibility), William J. Kreidler, Linda Lantieri, Tom Roderick, Nancy Schniedewind and others. There is a focus on the development of social consciousness, resolving conflicts creatively and understanding our interdependence. Much of this could be considered aspects of peace education. – The ESR Journal can be ordered from: ESR, 23 Garden Street, Cambridge, MA 02138, USA.

- In the Australian journal *"Interdisciplinary Peace Research"*, Robin Burns (one of PEC's former executive secretaries) writes about "Some basic requirements for educating for peace" (May/June issue 1990). – Orders can be sent to: Institute for Peace Research, La Trobe University, Bundoora, Victoria, Australia, 3083. Individual subscription rate for the two issues of 1990 is A$18.
- In the August 1990 issue of the *"Journal of Peace Research"*, Johan Galtung, one of our peace research gurus, writes about "cultural violence", a discussion that can be seen as a follow-up of Galtung's introduction of the concept of "structural violence" over 20 years ago. Cultural violence is defined as any aspect of a culture that can be used to legitimize violence in its direct or structural form. There is reason to believe that this will be a much quoted paper among peace researchers. The Journal of Peace Research is published by Sage Publications (London, New Delhi and Newbury Park, CA).
- The journal *"Peace & Change"* devotes its third 1990 issue to the theme "The Pedagogy of Peace". Among other things, Ian M. Harris from the University of Wisconsin-Milwaukee (author of the book "Peace education") discusses "Principles of peace pedagogy", and Sandra M. Kalmakoff and Michael E. Manley-Casimir describe a Canadian effort to implement a process of peace-related educational change in schools. – Single issues of "Peace & Change" cost U.S.$10 and can be ordered from Sage Publications (London, New Delhi or Newbury Park, CA).

**Additional Notes on Publications**

- The *American Forum for Global Education* has issued a comprehensive bibliography with brief abstracts on materials useful in connection with global education. The title is "The global resource book" (1990). The material is divided into: (1) general resources, (2) material related to specific school subjects, (3) resources related to various global issues, (4) resources related to specific geographic areas. Order from: The American Forum for Global Education, 45 John Street, Suite 1200, New York, NY 10038, USA.
- Åke *Bjerstedt* (Sweden) has published two books that bring together information on peace education in different countries. One of them is entitled "Peace education in different countries" (1988) and reports on an international questionnaire on peace education sent out to a number of Ministries of Education around the world. The other has the title "Perspectives on peace education: Interviews with experts from

fourteen countries" (1990). Interviews with several PEC members are included. Both books can be ordered from: School of Education (attn: T. Löthman), Box 23501, S-200 45 Malmö, Sweden. The cost for each is SEK 45.

- Volker *Buddrus* and Gerhard W. Schnaitmann (Germany) have edited a book of readings dealing with a number of different approaches to peace education. The book is in German and has the title: "Friedenspädagogik im Paradigmenwechsel" /Peace education in paradigmatic change/, 1990. Cost: DM 48,-. Order from: Deutscher Studien Verlag, Postfach 1000154, 0940 Weinheim, Germany.
- *COPRED* (Consortium on Peace Research, Education and Development, USA) has published a new "Directory of peace studies programs: 1990 Edition" (compiled by David Cianto). The guide contains presentations of about 200 undergraduate and graduate programs in peace studies and conflict resolution. Cost: U.S.$9 for COPRED members; $16 for others (postage included). Order from: COPRED, Center for Conflict Resolution, George Mason University, 4400 University Drive, Fairfax, VA 22030, USA.
- Richard *Fortat* and Laurent Lintanf have published a book on peace education with children. It is written in French, and the title is "Éducation à la paix: Fiches pédagogiques pour les enfants de 4 à 12 ans" /Education for peace: Classroom exercises for children ages 4 to 12/, 1989. It costs 72 FF in France and 495 FB in Belgium. Order from: Vie Ouvrière, Rue d'Anderlecht 4, 1000 Bruxelles, Belgium; or from: Chronique Sociale, 7, rue du Plat, 69288 Lyon Cedex 02, France.
- Christopher C. *French* (England) has published a bibliography "Psychological aspects of the nuclear arms threat" in four parts, 1989-1990. Requests for reprints: Christopher C. French, Dept. of Psychology, University of London, Goldsmiths' College, New Cross, London SE 14 6NW, England.
- Jeffrey A. *Gray* (USA) has compiled a bibliography of commission reports, journal articles and curricula which offer competing perspectives on peace education, global education, nuclear-age education, and international studies under the title "Pre-collegiate education about the world" (1990). Order from: The World Without War Council, 1730 Martin Luther King Jr. Way, Berkeley, CA 94709, USA.

- Peter *Heitkämper* (Germany) has issued a useful overview of a group of German educators' publications and other work related to peace education. The presentation is in German and has the title: "Friedenspädagogik: Arbeitsgruppe in der Deutschen Gesellschaft für Erziehungswissenschaft (DGfE) von 1982-1990" /Peace education: A working group within the German Society for Educational Sciences, 1982-1990/, 1990. Some of the educators involved are: Lutz van Dick, Johannes Esser, Rolf Huschke-Rhein, Peter Kern, Hanns-Fred Rathenow, Brigitte Reich, Hermann Röhrs, and Norbert H. Weber. Request from: Peter Heitkämper, Janningsweg 49, 4400 Münster, Germany.
- David *Hicks* (England) has written two retrospective reports on his peace education work: "The Centre for Peace Studies, 1980-89" (1989, 28 pp) and "World Studies 8-13: A short history, 1980-89" (1989, 30 pp). Order from: World Studies Trust, 2 Darlington Road, Withington, Manchester M20 8JB, England.
- Klaus-Dieter *Mende* and Hanns-Fred Rathenow (Germany) have edited a collection of papers from an international workshop on peace education in West Berlin, written mostly in German, with some contributions in English. The title is: "Vorurteile and Feindbilde. im Ost-West-Verhältnis" /Prejudices and enemy images in East-West relations/, 1990. Among other things, there are reports on the situation of peace education in Hungary, the Netherlands, Poland, and West Germany and various reports on enemy image studies. Order from: Universitätsbibliothek der TU, Raum 106, Franklinstrasse 15, 1000 Berlin 10, Germany.
- Hanns-Fred *Rathenow* and Norbert H. Weber (Germany) have edited a collection of articles (in German) on educational efforts related to Auschwitz. The title is: "Erziehung nach Auschwitz" /Education after Auschwitz/, 1989. Examples of topics dealt with: Auschwitz as an educational theme in Poland, Auschwitz as an element of peace education in the GDR, Anti-fascistic education in the FRG. Cost: DM 38,-. Order from: Centaurus Verlagsgesellschaft, Im Breyel 19, 7801 Pfaffenweiler, Germany.
- Paul *Smoker*, Ruth Davies and Barbara Munske (England) have edited "A reader in peace studies" (1990) – a comprehensive collection of articles with authors from many countries. Order from: Pergamon Press, Headlington Hill Hall, Oxford OX3 0BW, England.
- Martin *Staniland* (USA) at the University of Pittsburgh invites colleagues to experiment with the use of some of the many case studies in

international negotiation that have been developed by a group of seven institutions. The cases have been written for the purpose of helping instructors try an interactive form of teaching, encouraging student activity. More information from: Pew Case Program, 3G51A Forbes Quad, Graduate School of Public and International Affairs, University of Pittsburgh, PA 15260, USA.

- *Unesco* has published "Unesco prize 1989 for peace education" (1990). The 1989 prize was given to Robert Muller and to IPRA. This brochure contains: (a) addresses by Yoshikazu Sakamoto (president of the international jury) and Frederico Mayor (director-general of Unesco); (b) acceptance speeches by the laureates (Elise Boulding representing IPRA); (c) descriptions of the work of IPRA and of Robert Muller; (d) various background information, including a list of earlier laureates of the Unesco prize for peace education (from 1981). Request from: Unesco, 7, place de Fontenoy, 75700 Paris, France.
- Aline D. *Wolf* (USA) presents in "Peaceful children, peaceful world" (1989) a fundamental rationale for peace research and peace education, using materials from Maria Montessori's thoughts (presented in "Peace and education", 1932). (This publication is given a very positive review by Betty Reardon in the June 1990 issue of COPRED Peace Chronicle.) Cost: U.S.$8.95. Order from: Parent Child Press, P.O. Box 767, Altona, PA 16603, USA.
- Sandy *Yule* (Australia) has written a book on peace education, entitled "Making peace, making sense" (1988). The major parts of the book are: 1. The nuclear nightmare, 2. The images of peace, 3. Studying peace, 4. Working with images. It can be ordered from the publisher: World Student Christian Federation, 568 Nathan Road, Nowloon, Hong Kong; or from the author: Sandy Yule, Philosophy Division, S.H.I.S.E., Institute of Education, Melbourne University, Parkville, Victoria 3052, Australia. It costs A$10 + postage.

"Peace Education Miniprints" are published and distributed by the R&D Group "Preparedness for Peace" (address: School of Education, Box 23501, S-200 45 Malmö, Sweden.)

At present "Peace Education Miniprints" will also function as aids in the networking activities of PEC/IPRA (the Peace Education Commission of the International Peace Research Association).

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